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ABSTRACT

This practicum was designed to improve communication between the mostly low-income, Hispanic parents and the non-Hispanic staff of a school-based preschool program. Parents of the program's 20 children were surveyed to determine what factors might encourage their participation in school functions. Parents were also interviewed by telephone and in person at an "open house" meeting at the school. The needs assessment found that many parents would require transportation, child care, evening meetings, or a Spanish-speaking interpreter to participate. Three parent workshops were conducted, covering such topics as child development, community resources for parents, and the selection of toys for preschoolers. The practicum led to a significant increase in parent participation at the school, with a majority of the parents participating in at least two of the three workshops. (Eleven appendices contain a contact log, parent survey, English- and Spanish-language fliers advertising school events and the workshops, and workshop handouts. Contains 27 references.) (MDM)

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Increasing Parental Involvement in the Preschool Program by Offering Alternative Communication Strategies Between Parents and School Staff

by

Doris Blakes-Greenway

Cluster 52A

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A Practicum 1 Report Presented
to the Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA SOUTHEASTERN UNIVERSITY

1994

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

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This practicum report was submitted by Doris Blakes-Greenway under the direction of the advisor listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

April 30, 1994
Date of Final Approval of Report

June S Delano
June Delano, Ph.D., Adviser

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I am also grateful for the work of my translators, Ernesto Brathwaite and Susie Tibbs, and for the presentation that Gretchen Leja made during one of the inservice trainings. The technical support provided by Donna McDougall, a fellow Nova student was helpful. Florence Barker, another fellow student and good friend, sustained me with her constant support and delightfully sardonic humor.

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ABSTRACT

Increasing Parental Involvement in the Preschool Program by Offering Alternative Communication Strategies Between Parents and School Staff. Blakes-Greenway, Doris, 1994: Practicum 1 Report, Nova University, Ed.D. Program in Child and Youth Studies.
Descriptors: Parent Participation/Parent School Relationship/ Preschool Education/High Risk Students/Parent Teacher conferences/ Home Visits.

This practicum was designed to improve communication between the parents and staff of the preschool program. The primary goal was to increase parental involvement in the preschool program at any level. Alternative strategies including home visits, work site visits, and meetings during nonworking hours were utilized.

A survey was conducted with the parents to determine interest in the program as well as issues that needed to be addressed and resolved in order to enable their support and participation. The needs assessment revealed primary needs as: transportation, childcare, after work meetings and translator. Three inservice trainings were provided to address some of the concerns for appropraite practices with preschoolers.

The results of the practicum were positive. All of the outcomes were achieved. The number of parents participating in the preschool program inproved dramatically. The staff learned how to expand the definition of participation and were more willing to offer alternatives to establish a collaboration with the parents.

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Permission Statement

As a student in the Ed.D. Program in Child and Youth Studies, I do give permission to Nova University to distribute copies of this practicum report on request from interested individuals. It is my understanding that Nova University will not charge for this dissemination except to cover the costs of microfiching, handling, and mailing of the materials.

3/4/94 (date)

Doris Greenway (signature)

CHAPTER 1

INTRODUCTION

Description of Community

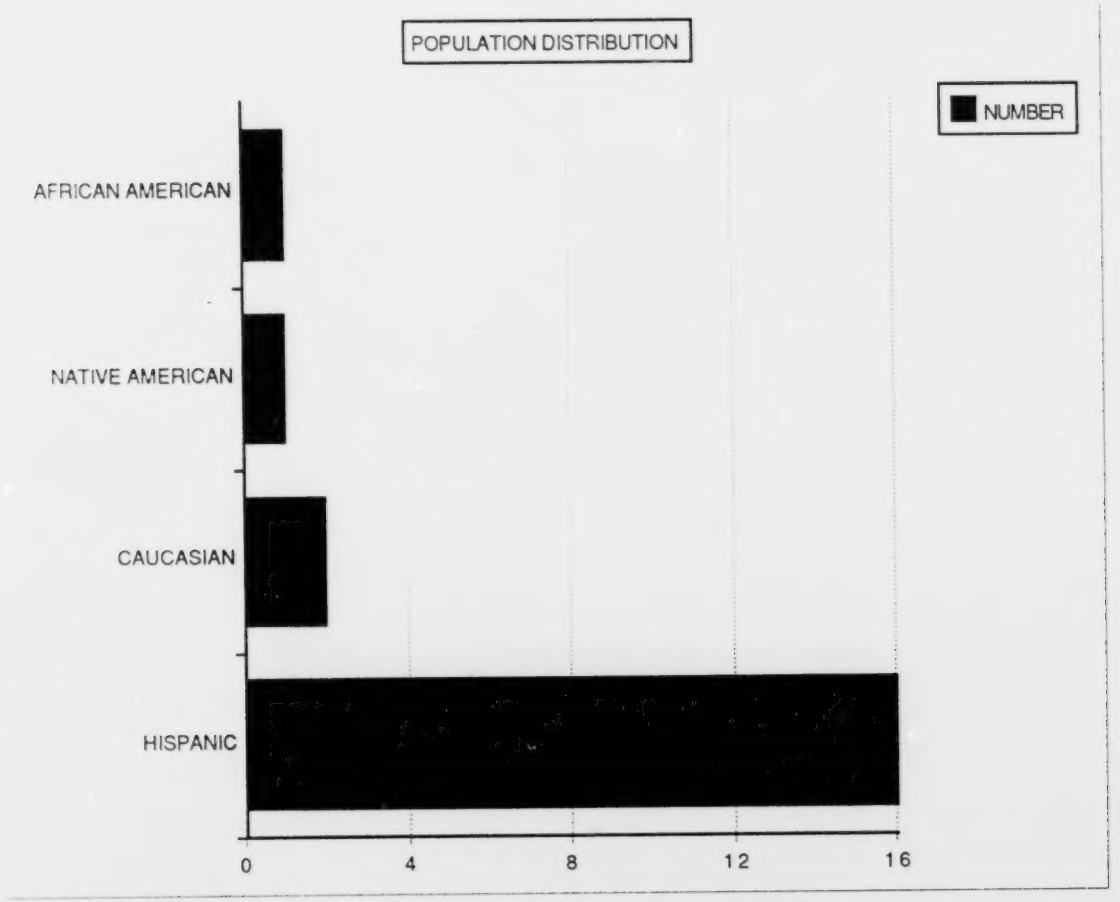
The work setting is located in a small southwestern rural community on the outskirts of a large metropolitan area. Agriculture is the predominant economic base for this community. As a result of the strong emphasis on agriculture there is a significant migrant population. Since many of the people work in the groves and fields harvesting the crops, they live in the undeveloped desert and in the orange groves in the outlying areas. The wages are extremely low with poverty and unemployment often prevailing.

In excess of 60% of the student body are economically disadvantaged, as evidenced by over 60% participation in the school's Free and Reduced Meal Program, as well as the school's eligibility for Chapter 1 Concentration Grant. Forty percent of the student body are Hispanic and 25% are limited English proficient. Some of the parents are unable to read and write.

Writer's Work Setting and Role

The Child Development Center is housed at the high school campus of this small southwestern rural community. The program is funded by the Department of Economic Security and is well equipped with essential needs such as educational materials, playground equipment, and meal provisions. Students are transported to and from the school by parents and/or school bus/van. Twenty students are enrolled in the program: 2 infants, 1 toddler and 17 preschoolers.

Sixteen of the students are Hispanic and are children of migrant workers. During the time of the practicum three students moved out of the school district and were therefore withdrawn from the program. By the end of the practicum four new students were enrolled in the preschool program. (See Figure 1.) The remainder are Caucasian, Native American and African American. The program is designed to serve the children of migrant workers as well as the community and staff. There are six staff members available on a daily basis at the school. There are 20 high school students who spend an hour each day in the classrooms as part of their curriculum for learning childhood development.


POPULATION DISTRIBUTION
NUMBER
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CAUCASIAN
HISPANIC
0
4
8
12
16

Figure 1.

The role of the writer in this program is to serve as an occupational therapist consultant. The writer's primary function is to assist in identifying children who are at-risk and provide direct and consultative services. The therapist consults with parents, teachers and other professionals concerning the classroom and home application of procedures which emphasize and/or extend recommendations. It is the responsibility of the therapist to screen and/or evaluate each student referred from a therapy perspective for treatment. This includes, but is not restricted to, direct therapeutic intervention, designing or constructing adaptive equipment and devices for the student and/or the classroom, presenting inservice trainings to staff and parents, attending student study team meetings and setting up home programs.

The current *Standards of Practice for Occupational Therapy* (AOTA, 1992) reflect family involvement and, in comparison with the 1983 *Standards* (AOTA, 1983), suggest expanding family involvement in occupational therapy services. According to the 1992 *Standards*,contact with families starts with the occupational therapist sharing information during the assessment phase about purpose and procedures. Collaboration between the family and the therapist continues in the intervention planning process. Current *Standards* recognize that occupational therapy services may involve and educate family members about activities to support intervention. Finally, the family's goals are addressed as part of the discharge planning.

For the occupational therapist in many instances the role of the family as nurturer and change agent is so central that the family becomes the focus of intervention. Provision of family-centered services in occupational therapy is endorsed for pediatric services (Baum, 1991; Hanft, 1989). Intervention at the family level in medical services is not new, but the range of application is increasing, particularly in the educational arena (Doherty, 1985).

One of the most important and crucial aspects of occupational therapy in pediatrics is communication with the parents as part of the team. Involvement by the parents in the therapeutic process can make the difference between success and failure.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

There was a need to develop increased awareness and parental participation in the preschool program. The problem that existed at this writer's work site was that parents did not attend open house meetings or parent-teacher conferences at the school. Very limited, if any, interaction occurred between the staff and the parents. Many of the parents were migrant workers and had to be in the fields just after sunrise. They worked long and hard hours, often not returning home until dusk. This did not afford them the opportunity to drop off their children in the mornings nor pick them up after school which would have fostered at least casual contact. Most of these children were transported to and from the school by bus. These factors contribute to the parents' inability to participate in their children's school related activities. There has been little effort on the part of the school staff to develop an outreach program which would enable

these parents to take part in their children's educational and social development. There was a lack of communication between home and school. Parent participation was poor in the preschool program.

Problem Documentation

The evidence to support the existence of the problem included attendance records and teacher surveys that revealed no preschool parents attended the fall of 1992 open house conferences or parent-teacher conferences at the school. Announcement flyers printed in both English and Spanish were sent home with all of the students.

Causative Analysis

The causes of the problem at this writer's work site were multifaceted. Minority and low-income parents were less involved in their children's education due to a variety of barriers. Poverty, limited use of the mainstream language, diverse and often ineffective parenting skills, cultural differences, time constraints resulting from migrant workers work schedules, baby sitting problems, transportation problems, and overwhelming personal concerns hindered parent involvement. For many parents, especially those who are immigrants or those with questionable legal immigration status, the school was a strange place. Because

members of the family may have a long history of nonparticipation in the school systems, they may have had little or no understanding of their roles and responsibilities.

Another important factor in both parental involvement and overall program effectiveness was the extent to which programs accommodate working parents. The writer's work site provides half-day programs, a schedule which creates logistical problems for working parents. Scheduling parent conferences after working hours was generally not encouraged by the school staff.

Relationship of the Problem to the Literature

Educational researchers have concluded that it is essential to have parental involvement in educational programs. All researchers indicate that it is imperative for the inclusion of parents as part of the educational process for children. In the NAEYC Position Statement (1987) it is recommended that in a developmentally appropriate program it is essential that early childhood educators form a partnership with families. It states the following, "Parents have both the right and the responsibility to share in decisions about their children's care and education. Parents should be encouraged to observe and participate. Teachers are responsible for establishing and maintaining frequent contacts with families" (p. 12).

The idea of collaboration between staff and parents as partners in the education and the development of children, including frequent

communication and substantive conferences is not a new concept. It is, however, becoming more and more difficult to carry out for the myriad of reasons previously discussed. Effective communication between home and school is a vital ingredient in quality early childhood education. It helps build a mutual understanding and helps provide more consistency for the children involved. Collaborative efforts make for a win-win situation for facilitating appropriate socialization skills, language development and self help skills. Additionally, these cooperative efforts based on mutually respectful and meaningful activities, as well as communication, are the very foundation of improving parent involvement in families at risk.

A recent research-based policy statement, Right From The Start (1988), from the National Association of State Boards of Education, concluded that parental involvement is essential for the successful education of children. Primary programs should include:

Promote an environment in which parents are valued as primary influences in their children's lives and are essential partners in the education of their children.

Recognize that the self-esteem of parents is integral to the development of the child and should be enhanced by the parents' positive interaction with the school.

Include parents in decision making about their own child and on the overall early childhood program.

Ensure opportunities and access for parents to observe and volunteer in classrooms.

> Promote exchange of information and ideas between parents and teachers which will benefit the child. (p. 19).

Family-therapist involvement in habilitation services and educational programming for children with mental retardation or developmental disabilities has been mandated through federal laws since the early 1970s. Most recently, the Individuals With Disabilities Act (Public Law 102-119) reaffirmed family-centered services in early intervention.

Researchers such as Bowman and Brady (1982), Galinsky (1990), Greenberg (1989), Hadley (1987), Margolis and Brannigan (1986) and Powell (1990) have found that the causes of the problem can include poverty, lack of parental education, change in family structure, lack of interest, lack of time, change in the workforce, teenage parents, lack of resources or expertise of parents, family work schedules, diverse cultural lifestyles, and changes or differences in the socioeconomic structure. They all conclude that there is a growing need to give support to parents and build a bridge between home and school. For all parent interactions it is important to individualize, respect the parents' values, reinforce existing strengths, and make the parent feel as comfortable as possible. In order for children to come to school ready to learn, parents must be empowered. Boyer (1991) discusses the enhancement of learning when children are socially and emotionally supported by caring adults.

The Children's Defense Fund (1992) urges school districts to encourage parents to take an active role in their children's

education. This entails addressing the circumstances of parents' lives with sensitivity: the shortage of time for working parents, the problem of finding childcare to allow attendance at meetings, transportation problems, the risk of being out after dark in some communities, and the apprehensions of parents with limited education or English skills.

The importance of fostering parent involvement for all families cannot be overlooked by educators. Research studies that support the link between parent involvement and student achievement show that minority and low socioeconomic status correlate with fewer incidents of parental involvement. It is therefore imperative that the emphasis on involvement interventions be focused on strategies that will meet the needs of families in those categories (Kilmes-Dougan, Lopez, Nelson, & Adelman, 1992).

Stouffer (1992) cautions educators "not to assume that socioeconomically poor parents are poor parents" (p. 7). Even if parents are interested and motivated to become involved with their child's school, time and circumstances may keep them from participating. With individual situations in mind, schools must access the needs of their families prior to launching parent involvement programs.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

In order to successfully implement interaction between the parents and the staff at the preschool program, a variety of options had to be made available to all involved. Consequently, this writer attempted to provide alternative communication strategies for both home and school.

The following goal and outcomes were projected for this practicum. The goal was to develop increased awareness and parental participation in the preschool program.

Expected Outcomes

1. Ten of 20 preschool parents will attend two of three inservice trainings held for the preschool program.
2. Ten of 20 preschool parents will arrange individual conferences

either at school or home visits.

3. This practicum will attempt to achieve increased communication between the school and the parents of the preschool students.

Measurement of Outcomes

In order to address unexpected issues and concerns that arose during the duration of the practicum, the writer kept a daily log, recording all parental contacts and related practicum activities. The contact log contained a summary of personal communication with parents via telephone, home or work site visits, inservice trainings and conferences. (See Appendix A.)

Outcome 1 was measured by the number of parents who attended the three inservice trainings held for the preschool program. Success was demonstrated if 10 of 20 preschool parents attended two of three inservice trainings. Sign-in sheets were used to tabulate the number of parents in attendance at each inservice training. (See Appendix A.)

Outcome 2 was measured by the number of parents who participated in a parent-teacher conference. Success was demonstrated if 10 of 20 preschool parents arranged individual conferences either at school or home or work sites. The classroom contact log was marked appropriately for each conference held. (See

Appendix A.)

Outcome 3 was measured by the number of times contact was established between the preschool staff and parents as indicated by the classroom log. This log was a roster of all the preschool students. Included on this roster were columns to designate phone contact, parental visits to the school and home or work site visits by the school staff. An entry was made in the appropriate column each time contact was established. Success was demonstrated if 10 of 20 preschool parents had entries on the classroom contact log. This indicated increased communication between school staff and the parents. (See Appendix A.)

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

There was a need to develop increased awareness and parental participation in the preschool program. A variety of approaches were attempted to insure that all parents had an equal chance to become involved in their children's school program. Considerations were given to scheduling meetings at convenient times for working family members. Schools should offer bilingual communication, child care, parent support groups and parent education classes. In addition, personal communication with parents and home learning activities are other methods of encouraging parent involvement.

Jackson and Cooper (1992) document the need for support groups to identify and address the needs of families before expecting full participation in school programs and activities. The support group can provide a forum for parents to express their needs and concerns and to network with peers and educator about available resources

that can make their personal problems manageable. It is in the support group setting that parenting skills training can be offered. Whenever possible, these students and their families should have access to the myriad of human social service programs available today.

The fact that language-minority families care very much about their children's education should not be overlooked when cultural differences hinder involvement. Information must be relayed in their native language, preferably in their homes or some other comfortable, nonthreatening environment. Person-to-person communication is best to take into account nonverbal communication and need for clarification.

Informal social networking within the community is an effective way to spread the word and promote parent involvement. It has been this writer's experience that parents value information they receive from people they know and trust. Phone calls, personal contacts, newsletters, posters printed in both English and Spanish and the use of interpreters at meetings are all beneficial.

Educators must respect individual family values that may differ from the mainstream culture. Not only should educators be familiar with variations in communication styles, but also in childrearing, school practices and families' strengths and needs. Coleman (1991) urges educators to communicate with parents in a way that matches, yet shows respect for, the parents' background. Care should be taken in making assumptions about a parent's level of understanding.

Educators should avoid talking down to parents. Support is needed from the schools to assist staff in helping to meet the needs of minority families. Schools can have resource materials available about minority families and allow the use of cultural heritage adaptations to the curriculum. They can also provide inservice training to teachers regarding cultural differences, diverse learning styles and facilitating effective parent meetings. Networking with colleagues is also an excellent strategy to increase knowledge and gather ideas.

Description of Selected Solution

Bundy (1991) suggested possible solutions to include: orientation meetings, school handbooks, newsletters, bulletin boards, programs for the parents, social events for the parents and families, suggestion boxes, home visits, happy notes, photos, telephone calls and conferences.

Galen (1991) suggests that educators analyze the school needs and identify needs that might be addressed by parent and staff collaboration. For this he ascertains that the only way to insure parental support is to have parent representation on the planning committee. He strongly advocates training for both parents and staff to make a successful partnership. Programming must indicate the benefits of parental involvement to parents, staff and children., He urges staff to brainstorm for creative and inventive ways for

increasing involvement of parents unable to come to the school.

Other ideas that this writer has generated are as follows: provide baby sitting services during the time of inservice trainings, provide a language interpreter at the time of inservice trainings or conferences, hold inservice trainings both during the day with transportation provided and in the evening after work.

This writer was prepared to try all of the listed strategies given as well as attempt to break down the language and cultural barriers which were seen as the main problem for this school.

Parents were surveyed in Spanish to determine topics of interest concerning child development and reasons for not being able to attend meetings.

Report of Action Taken

The steps taken in implementing the practicum included working with the classroom teacher to plan the program, the time line, the scheduling of the inservice trainings to be held and planning joint home visits. This writer made arrangements to provide translation services for conferences and activities. An attempt was made to have one of the Mexican parents or community members serve as the translator and/or facilitator. This writer made every effort possible to enable the parents to be active participants in the education process to ensure their child's success.

Prior to the start of the practicum, the writer sent surveys

home with all of the students. The parents were surveyed to determine topics of interest concerning child development and ways to enable them to attend inservice training. The survey was written in both English and Spanish. Several options were included as well as a blank space for suggestions. (See Appendix B.) The writer evaluated the outcomes of the surveys and determined several possible strategies to enable the parents to participate in school functions. The results of the number of surveys completed were as follows: four surveys were returned to school with the students and four were completed at the time of enrollment for the new students. Follow-up telephone calls were made by the writer and interpreter. Five additional surveys were completed over the telephone.

Bundy (1991) suggests arranging an open house orientation meeting involving parents, caregivers and teachers. The purpose of the open house orientation is to begin to build rapport, ask parents what their expectations are of the program, ask what parents perceive as problems for their children, ask parents what they want the program to teach their children and encourage parents to plan a time to come into class to share their culture. This event also provided an opportunity to attempt to complete surveys of those parents who had not submitted them previously. Announcement flyers in both English and Spanish were sent home with all of the students. (See Appendix C.)

The atmosphere of the meeting was that of an informal, social gathering. Hopefully, it was nonthreatening and casual for the

parents. The meeting was held during the evening. All of the students' artwork was exhibited in the classroom. The preschool children performed a sing-a-long number while playing their handmade instruments for their parents' enjoyment. Oatmeal boxes were used for drums, small empty cans filled with dried beans and covered with aluminum foil were used for maracas, and ribbed cans stroked by popsicle sticks were used as another pleasant-sounding percussion instrument which the children had affectionately labeled a "tambor." After the children's performance the parents were asked to play the instruments, and the writer reminded them of how simple these items were to acquire and make. Needless to say, the children were quite delighted and amused at watching their parents perform. This activity alone was probably one of the best icebreakers available to put everyone at ease.

A pot luck meal was provided by the staff. Raffles and door prizes were provided in the form of a gift certificate and a turkey, sponsored by K-Mart and one of the local supermarkets. Parents were permitted and encouraged to bring all of their other children. Children's activities were provided. The parents were able to see where and what their children learn and play in school. Parents were invited to participate in the children's art projects. Playdough, fingerpaints or waterplay were also great icebreakers. The intent of this open house was to help parents and teachers establish a friendly relationship. This also helped parents learn what it feels like to be a preschooler (Bundy, 1992). A Mexican interpreter was

available for this gathering to establish and maintain dialogue between parents and staff.

During week one of the practicum there were 20 students enrolled in the preschool program. Twelve students were represented at the open house by a parent, parents or extended family. It was possible to complete two more of the parent surveys at this time. Also, flyers announcing the cultural exchange activity were given to each of the parents. (See Appendix D.)

During the second week of the practicum the writer and interpreter made phone calls and sent notes home to attempt to arrange a home visit and/or work site (migrant workers) visit with those parents who were not able to attend the open house and did not respond to the survey. Comer (1992), Bundy (1991), Fox-Barnett and Meyer (1991), Balaban (1985) and Gestwicki (1987) contend that nontraditional methods must be employed to encourage parental involvement and that home visits have been shown to be an effective strategy for enhancing parent-school relationships. The purpose of the visit was to take the survey and permission slips to take photos, slides or videos of the children in school. In addition, this writer provided a learning packet (Spewock, 1991) with three simple, yet fun activities for the parents to try at home with their youngsters. (See Appendix E.)

As in week one, this time was also to help build rapport with the families. The writer asked the parents to provide a photo or special toy of interest to the child to help stimulate communication

in the classroom. It was important that the parents understood the purpose of the visit. Emphasis was placed on the fact that the staff wanted to learn more about the child and not to pass judgment on their homes or condemn family behaviors or conditions that were different. The home visit was perhaps one of the most effective ways of creating a partnership with the parents. There was additional staff involvement, especially by the classroom teacher and speech and language therapist who is also bilingual. A Mexican interpreter was able to accompany this writer to assist with not only translation but interpretation of the survey, as some of the parents are unable to read or write in either English or Spanish. Every effort was made to communicate with the parents in a way that matched, yet showed respect for, the parents' background. No assumptions were made about a parent's level of knowledge or understanding. It should also be noted that it was school policy for all female staff members making home visits to have a companion. For those parents who were unable or unwilling to set up home visits, this writer requested permission to visit at their work sites. This was arranged 15 minutes before or after their work day or during their lunch time. In some instances, contact had to be made through a neighbor or relative as some of the parents did not have a telephone. Two home visits and one work site visit were made during this time. Three more surveys were completed with the tremendous help of the interpreter.

During the next week, flyers were once again sent home with all

of the students announcing the planned cultural exchange, fry bread activity along with a copy of the recipe. (See Appendix D.) The cultural exchange activity was held at lunch time for the students. One of the Native American mothers agreed to come in and teach the students, staff and any other parents how to make the bread. The school provided the ingredients. Baby sitting was provided by several of the high school students involved with the program. Parents were permitted to ride the school bus if transportation was needed. Slides were taken of the activity. Five parents attended the activity, and individual parent/teacher conferences were arranged at this time.

The writer, classroom teacher and speech therapist evaluated the parent surveys completed to this point. The surveys provided valuable information about each child, his home life, how the parents perceived their child and identified what conditions would be necessary in order for the parents to attend school functions. The four conditions identified included transportation, child care, evening meetings and an interpreter. Without exception, all the parents required at least two of the four conditions resolved before attendance could be expected. The writer and staff prepared an inservice training based on the information from the surveys, parental input, and results of the topics of interest portion of the survey. (See Figure 2.) Flyers announcing the first meeting were sent home with all of the students. (See Appendix F.)

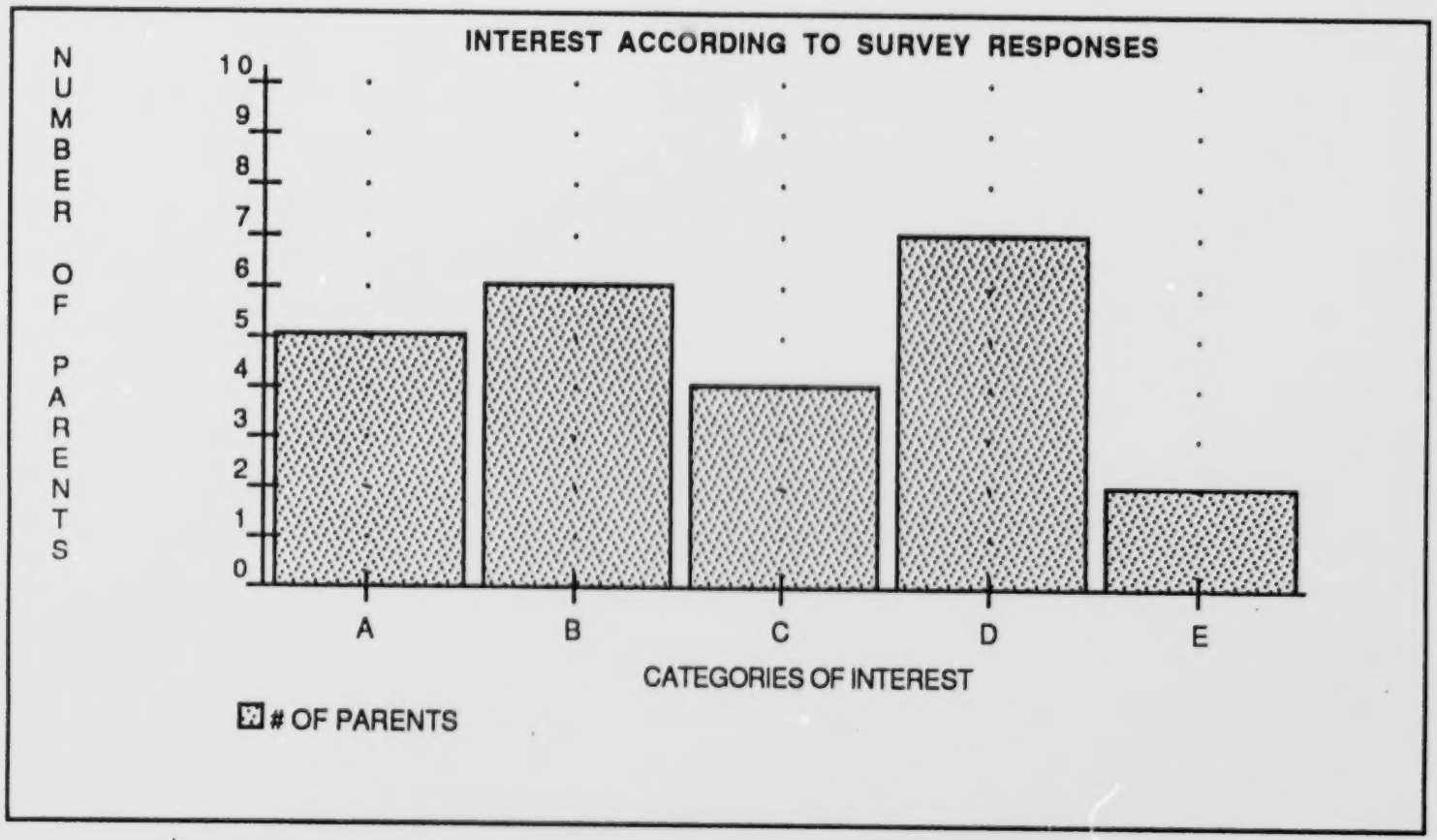

Figure 2

A. How to choose and make appropriate toys/games for preschoolers.
B. How to use play-based activities to foster learning.
C. How parents can use everyday activities to foster child development.
D. How to find help in the community (access community resources).
E. Your suggestion(s).

During week five the writer and staff presented the first of three planned inservice trainings. The topic was "How you can help foster healthy development in your child." It was held in the evening with a slide presentation of the children "at work." Baby sitting services were offered. Volunteer staff members and several high school students who worked with the youngsters for an hour during the day served as caregivers. A nearby pizza parlor donated food for this event. Two parents called about transportation. These two were paired with other parents who planned to attend the meeting. Thirteen students were represented at this inservice training. Surveys for evaluation of the presentation were provided but not mandatory. This was an attempt to be sensitive to the fact that some of the parents were unable to read and write and probably would not want assistance in front of other people.

The writer reviewed the parent contact log and determined which parents had not responded in some way to requests for school interaction. Happy notes with children's photos were sent home (see Appendix G) and follow-up telephone calls were made as a means to monitor progress and success of the program at mid-point. Two more home visits and one more work site visit were arranged.

The writer and staff prepared an inservice training based on information from surveys and follow-up phone calls. Flyers were sent home with all of the students announcing the second of three meetings. (See Appendix H.)

During week eight the writer coerced a Spanish-speaking friend,

who is a social worker employed by the Department of Economic Security, to present the second of the three inservice trainings. The topic was "How to find help in the community." She was able to distribute literature with information about local resources in both English and Spanish. She described what services were available and explained what they might be entitled to, as well as answering all of their questions. She brought forms and assisted the parents in filling them out. The meeting was held during school hours. Parents were allowed to ride the school bus to and from school with their youngsters if transportation was needed. Again, baby sitting services were provided. Six parents were in attendance.

It should be noted here that this inservice training was not without a cost to the writer. The writer had to promise the friend to return the favor in the near future. It is important for all educators to tap one's own resources and call in all due favors when beneficial. Networking outside the educational arena can help one attain a sizable number of resources.

The following two weeks were spent sending out happy notes (see Appendix I), making follow-up calls to arrange home and/or work site visits and beginning plans for another cultural exchange. It was during one of these telephone calls with one of the more actively involved parents that an interesting suggestion was made. The parent suggested that instead of a cultural exchange at the school for the next week, she would host a Christmas Party in her home. The writer explained that perhaps some of the families didn't

celebrate this holiday and that this would be unfair to them. The parent quickly assured the writer that everyone in this area was a devout Catholic and that one would be hard pressed to find anybody who didn't celebrate Christmas. She also explained that more parents and families would be likely to come to her home rather than to the school, as this would certainly be less threatening. This parent shared other factors about the culture that convinced the writer that this would be an excellent idea. She further suggested that she contact a few of the other mothers to make the arrangements and that they would ask everyone to bring a native dish.

The writer consulted the staff with the idea of having this Christmas party in the parent's home. It was decided to approach the parent with the request to call this a "holiday celebration" since the school was involved with this event. In addition, the writer suggested that the holiday event, cultural exchange and third inservice training could all be combined. The planned topic for this inservice training was "How to make and choose appropriate toys for preschoolers." The writer and staff concurred that this was quite timely, in that the Christmas holiday was approaching and that many of these parents would, in fact, be purchasing toys for their youngsters. Following the approval from the director of the preschool program, the writer finalized the decision to hold the event with the parent. The writer made a home visit to this parent to make plans for this event, as well as to determine who would be

responsible for each detail. Since a cultural exchange was part of the program, it was decided to include a Mexican Piñata at the party. The parents arranged the details and the school provided the goodies. Coleman (1991) suggests seeking advice and assistance from parents in introducing various cultures to young children. Parents may wish to share their knowledge of traditional celebrations, music, dance and language with all of the children.

While making plans for the upcoming event, the writer was able to arrange two additional home visits and one work site visit.

A flyer was sent home with all of the students announcing the planned activity. (See Appendix J.) The writer prepared an inservice training based on information from surveys and follow-up phone calls. Galen (1991) suggests emphasis on indicating benefits of parental involvement to parents and staff. In addition to the planned topic, the writer decided to include some information about the importance of play in fostering learning. The writer compilied this information and used portions as deemed appropriate for the setting. (See Appendix K.)

A social event for parents and families was held (Bundy, 1991). This was held in the evening at a parent's home with assistance from other parents. It was a Mexican cultural theme party with video presentations of children and parents at the past open house where all were involved in an activity. The writer was able to make a presentation to the parents about the importance of play, appropriate toys for preschoolers that could be bought or made from

things found in the home and, most importantly, emphasis was placed on how crucial a role they all play in the lives of their children. One of the male parents told a story about the origin of the Mexican Piñata. All of the children were then blindfolded to take turns at trying to break the Piñata to get the candy inside.

The school staff provided small gifts for all of the children. Many of the gifts were donated from funds acquired from a car wash held earlier in the year. One of the male teachers from the school even dressed as Santa Claus as a surprise for the children. Eighteen of the preschool children were represented at this holiday social event. The parents and staff presented this writer with a cake that read, "FELIX COMPLENANOS." Everyone sang "Happy Birthday" in Spanish in recognition of the writer's 40th.

CHAPTER V

RESULTS, DISCUSSION AND RECOMMENDATIONS

Results

There was a need to develop an increased awareness and parental participation in the preschool program. The problem that existed at this writer's work site was that parents did not attend open house meetings or parent-teacher conferences at the school. Prior to this practicum, very little interaction occurred between home and school.

The purpose of this practicum was to provide a variety of approaches to ensure that all parents had an equal opportunity to become involved in their children's school program. Personal communication with parents via telephone, home/work site visits, inservice trainings, conferences, flyers, home learning activities and a social event were all strategies utilized by this writer to encourage and facilitate increased home and school interaction.

Outcome 1 was measured by the number of parents who attended

the three inservice trainings held for the preschool program. It further stated that success would be demonstrated in 10 of 20 preschool parents attended two of three inservice trainings. The parent sign-in sheet revealed that 13 of 21 preschool parents attended the first inservice training. The second inservice training was attended by six parents. The third inservice training was attended by 18 parents. (See Figure 3).

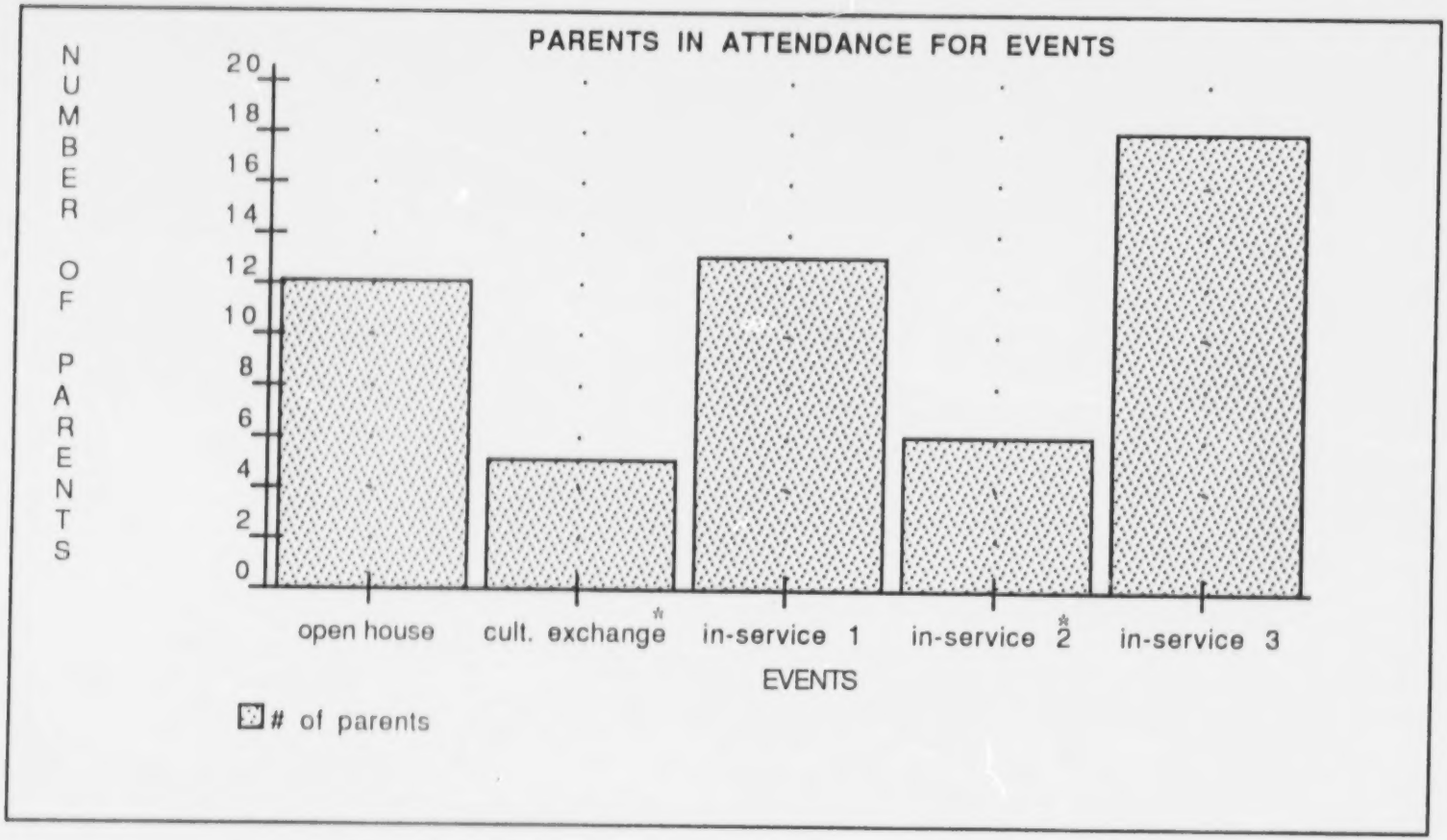

Figure 3

* were held during the day

Outcome 2 was measured by the number of parents who participated in a parent/teacher conference. Success was demonstrated if 10 of 20 preschool parents arranged individual conferences, either at school or home/work site visits. Six conferences were arranged in the home, three at the parent's work site and ten were held during the open house, inservice training or cultural exchange, all at the school. The classroom contact log was marked appropriately for each conference held. (See Figure 4.)

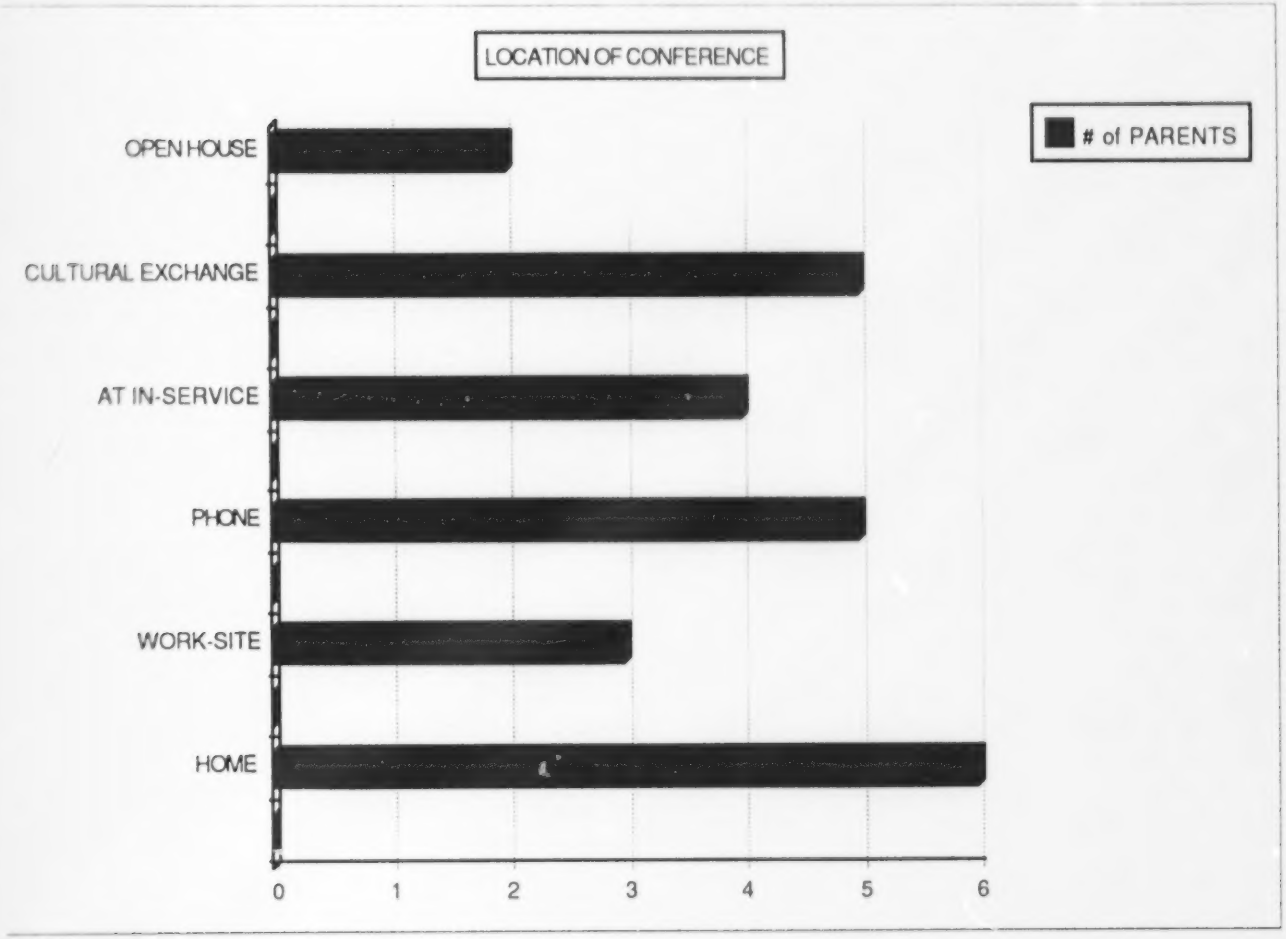
LOCATION OF CONFERENCE
# of PARENTS
OPEN HOUSE
CULTURAL EXCHANGE
AT IN-SERVICE
PHONE
WORK-SITE
HOME
0
1
2
3
4
5
6

Figure 4

Outcome 3 was measured by the number of times contact was established between the preschool staff and parents as indicated by the classroom log. This log was a roster of all the preschool students. Included on this roster were columns to designate phone contact, parental visits to the school and home or work site visits by the school staff. An entry was made in the appropriate column each time contact was established. Surveys were completed for all of the students. (See Figure 5.) Success was demonstrated if 10 of 20 preschool parents had entries on the classroom contact log. This indicated increased communication between school staff and the parents. Some form of contact was established with all 24 of the students who were enrolled in the program. (See Appendix A.)

Success was attained for all three of the objectives.

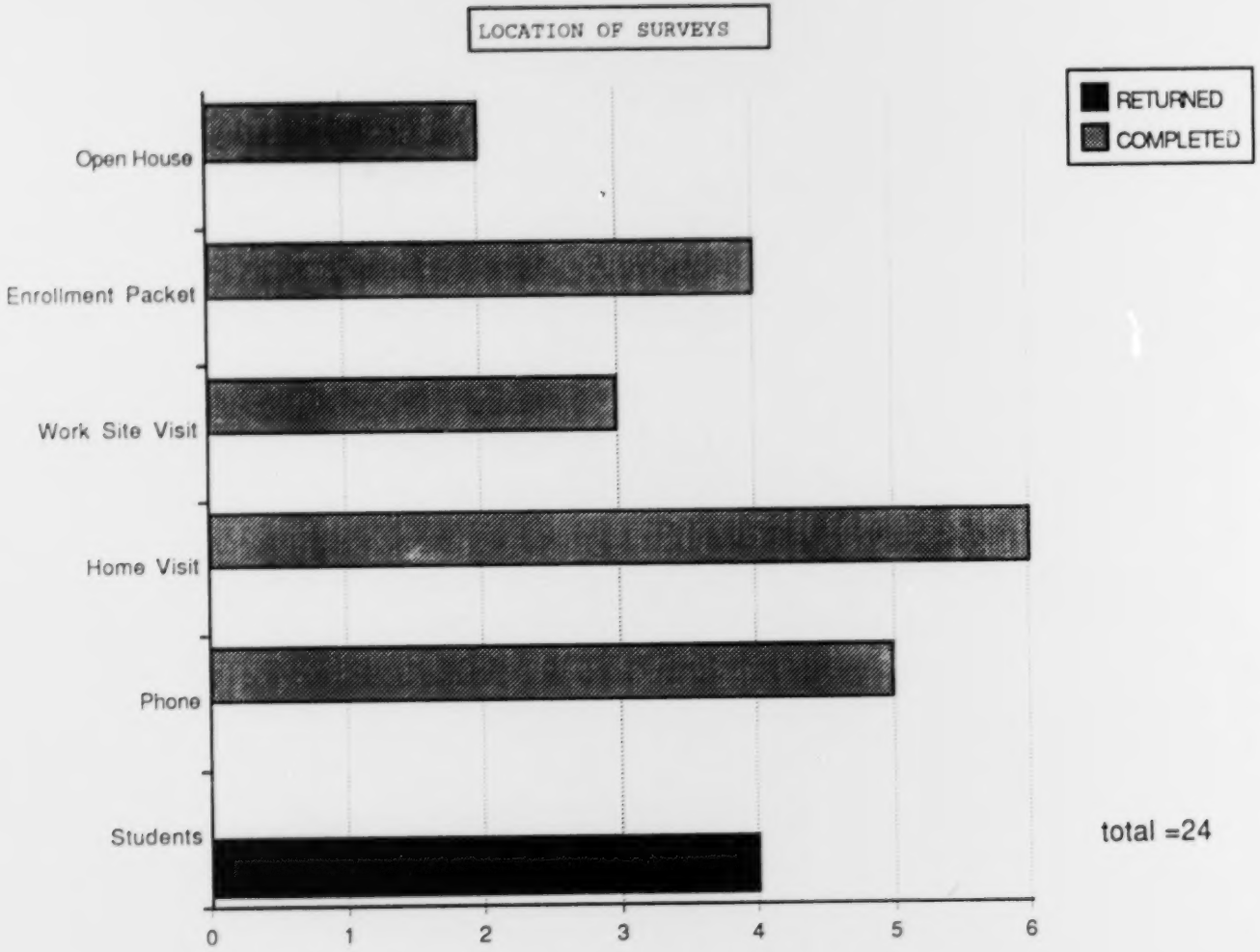
LOCATION OF SURVEYS
RETURNED
COMPLETED
Open House
Enrollment Packet
Work Site Visit
Home Visit
Phone
Students
0
1
2
3
4
5
6
total =24

Figure 5

Discussion

Methods implemented to increase parental involvement in the preschool program were successful. Without the diligent support and teamwork of the staff this practicum would have been impossible. The director, who was new to this program, was open to all suggestions since obviously the methods employed in the past weren't working. The writer and staff were encouraged and assisted in making the home and work site visits, as well as being given the permission to allow parents to ride the school bus to attend school functions. The only concern was for the safety of the writer and school staff.

There were several unexpected events that occurred during the first half of implementation. Several students moved out of the school district, changing the census for the practicum. This, however, was short-lived as several new students moved into the district and enrolled in the program. Permission was granted by the director of the program to have the school nurse include a copy of the survey in the packet of information provided at the time of enrollment. This writer was able to follow-up with phone calls or notes home.

The other exciting, unexpected event that occurred was that one of the Hispanic parents offered to host one of the cultural exchanges or inservice trainings in her home rather than having it held on the school premises. Also, she offered to ask each parent to bring a dish

of food so that everyone would feel a sense of responsibility and participation. This writer was pleasantly surprised at the amount of parental support offered in attempts at strengthening home/school ties.

Since having the parents fill out forms and additional surveys was not considered a viable option for this practicum, the writer had to rely heavily on the translations of the parents to determine additional needs and the success of presentations. Ultimately, the writer found this to be true as well for determining the success of the practicum. The writer realized that the only real way to learn how the parents felt about the new role that the school had assumed in its attempts for increasing parental involvement was to simply ask the question. All the parents questioned, without exception, felt that they had a sense of ownership in what goes on in the school with their children. While none of their problems were resolved at home (food, clothes, bedding and medical care), they all expressed a desire to help with their children's learning. They were willing to do whatever little "extras" that they could to help foster healthy development. Interestingly enough, several of the parents who had lived in the area for a while expressed their concern over never having been approached by the school in the past, to be more active in the learning process with their other children. Also, they expressed gratitude for attempts being made for transportation, child care, translators and the staff being willing to come to them about their children. Many expressed pleasure in being invited to the

school to actively take a role in helping out in the classroom when possible. Some were surprised by suggestions made for things that could be done in the home and incorporated in the daily routines to facilitate healthy growth and development. Recommendations for toys and the importance of play for preschoolers was information that many found quite useful.

All of the strategies employed were found to enhance the understanding of the needs of the parents and strengthen the cultural knowledge of the staff. By having the staff and parents participating in this practicum, everyone involved became more familiar with one another. This provided and encouraged increased interaction between the home and school. Staff attitudes changed dramatically after they saw that the parents were, in fact, willing to be active participants and vital components in their children's learning.

While it is understood that the success of this practicum was measured by the number of parents who actively took part in the school-related functions, the success should be measured by the attitudinal changes that occurred in both the parents and the staff. Both became more willing to make the necessary accommodations to meet the needs of the children. This was evidenced by the fact that the parents were willing to hold a function in their homes and allow the school staff to be active participants. The staff was willing to take time during non-school hours to let the parents know that this could only be a win-win situation. An invitation into the home of

one of the parents to hold a meeting was a significant step towards establishing a rapport with the school staff. It represented a positive effort on the part of the parents to open the lines of communication between the home and school.

This meeting allowed the school staff to become more involved with the family dynamics. The staff viewed this gesture as an invitation to help understand and embrace the culture. The writer felt that making the parents feel this comfortable with the staff was an important step toward improving parent involvement. Also, it is felt that all the staff, including the writer, have a better understanding of parent involvement in terms of willingness and ability to be involved.

Recommendations

The writer has several recommendations based on the results of this practicum. The first is that the definition of parental involvement should be expanded to include all levels of participation and commitment. A combination of the two is what makes a parent involved. Continued creative efforts should be utilized to encourage and establish an individualized relationship with each of the parents. Know what their needs are. Understand that for many of these families having a place to live and food to eat is a priority. Communication is the one key ingredient needed to help personalize good home-school relations. Speaking the language and knowing the

culture are major factors in making minority parents feel comfortable. This was the one area in which the writer felt truly inept. It is strongly recommended that some level of proficiency be attained in speaking the language and understanding the culture. Any attempt at speaking the language was viewed by the parents as a positive gesture and indicated that one really did have an interest in communication.

Significant changes can occur in the home-school relationship if the school is willing to offer a broad range of activities to encourage support and participation by including nonthreatening, low commitment opportunities for the parents.

Dissemination

The kindergarten and first grade teachers are especially interested in this practicum because they will eventually be receiving the preschoolers from this program. They would like very much to continue and expand this home/school initiative.

Consideration is being given to having this writer provide inservice training for these teachers. The training will include the measures already taken and will help to establish future outreach projects to keep the parent/school involvement at a maximum. At this time, the primary consideration is for funding this inservice training program during the summer.

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APPENDICES

APPENDIX A

CONTACT LOG

CONTACT LOG

	Survey Return	Phone Contact	Open House	Home Visit	Work site visit	Cult. Exchange	PM Inservice 1	AM Inservice 2	X-mas Inservice
NAMES									
1. VICTOR		X/S/C	X			X/C	X		X
2. JOHN		X/S/C	X				X		X
3. LUPITA	X/S	NO PHONE	X/S/C				X		X
4. RICO		X	X			X/C		X	X
5. RAMONE #	X/S	X	X			X/C	X		X
6. MIKE		X		X/S/C			X		X
7. JESUS		X/S/C					X/C		X
8. JULIO		X		X/S/C				X	X
9. JEREMY		X		X/S/C			X		X
10. JOSE		NO PHONE	X		X/S/C				X
11. JUAN	X/S	X					X/C		X
12. KATE		X			X/S/C		X		X
13. PABLO *		NO PHONE		X/S/C	----------	----------	----------	----------	----------
14. YARENI #	X/S	X					X/C		X
15. MARIA		X/S	X			X/C		X	
16. CARLOS		NO PHONE		X/S/C				X	X
17. MANUELLA		X/S/C	X					X	X
18. LOUIS #	X/S	X					X/C		X
19. ESTEVAN *		NO PHONE	X/S/C				X/C	----------	----------
20. DIAZ #	X/S	X	X			X/C			X
21. SONIA	X/S	NO PHONE	X					X	
22. ANTONIO	X/S	X	X						X
23. TANNER *		NO PHONE			X/S/C	----------	----------	----------	----------
24. KIT		X		X/S/C			X		
Key:									
#= NEW									
*= MOVED									
X= CONTACT									
S= SURVEY									
C=CONFERENCE									

APPENDIX B

PARENT SURVEY

PARENT SURVEY

1. Names and ages of siblings.

2. What does _____ do between school and dinner?

3. What does _____ do between dinner and bed?

4. What does _____ do on weekends?

5. What activities does your family do for entertainment?

6. What special toy or game does _____ like?

7. What does your child dislike?

8. How does _____ let you know that he/she wants something?

9. If you could spend more time with _____, what would you like to do?

10. Does _____

	Y	N
dress self?	____	____
wash up?	____	____
brush teeth?	____	____
comb hair?	____	____
shoes on/off?	____	____
eat breakfast	____	____

11. What would make it easier to enable you to attend school meetings?

	Y	N
transportation	____	____
child care/babysitter	____	____
evening meetings	____	____
interpreter	____	____

1. ¿Nombres y edades de hermanos?

2. ¿Que hace _____ entre la escuela y hora de cenar?

3. ¿Que hace _____ entre la cena y hora de dormir?

4. ¿Que hace _____ los fines de semena?

5. ¿Que actividades hace su familia çomo entretenimiento?

6. ¿Que juguetes oh juegos le gusta a _____ ?

7. ¿Que que es lo que no le gusta a su niño?

8. ¿Como es que su niño le deja saber que necesita algo?

9. ¿Si usted pudiera tener mas tiempo para su niño, que le gustaria hacer?

		Si	No
10. _____	se vite solo?	____	____
	se lava solo?	____	____
	se peina el pelo?	____	____
	se pone/quita los zapatos?	____	____
	se desayuna	____	____

11. ¿Que manera seria mas façil para que usted atienda las juntas de la esçuela?

	Si	No
transportiaçion	____	____
quien cuide susniños	____	____
juntas de noche	____	____
interprete	____	____

12. ¿Permitira usted una visita en sucasa de los trabajadores de la escuela? ¿Si no que tal una visita a su trabajo?

13. ¿Cual seria la mejor hora para llamarle? _____
¿Cual es la mejor manera de tener contacto con usted? (telefono, nota, mensajera)

12. Would you allow a home visit from school staff?
If not, a work site visit?

13. What is a good time to contact you? _____
What is the best way to contact you (phone, note, tell a neighbor)?

14. If you could attend a meeting at school, what topics would be of interest to you? Please check three.

_____ a. How to choose and make appropriate toys/games for preschoolers.

_____ b. How to use play-based activities to foster learning.

_____ c. How parents can use everyday activities to foster child development.

_____ d. How to find help in the community (access community resources).

_____ e. Your suggestion(s) _____

15. Permission to take photos, slides or videos of _____ while engaging in school activities.

YES _____ NO _____

14. ¿Si usted pudiera atender una junta de esçuela, cuales serian los puntos que le interesarian.? Porfavor tres.

_____ a. çomo hacer juegos, juguetes para preschoolers.

_____ b. çomo participar en actividados de juegos para promover la ensenansa.

_____ c. çomo los padres pueden usar las actividados diarias para promover el desenrollo de suniño.

_____ d. çomo puede encontrar ayuda en la comunidad. (çomo alcanzar la ay uda de la comunidad)

_____ e. sus sugerencias _____

15. Autorizaçion para tomar fotos o video de _____ durante actividades escolares.

SI _____ NO _____

OPEN HOUSE

Fun, food and entertainment for all!
Bring the whole family!

Door prizes!!!

Your children will be singing and playing instruments for you to enjoy.

Raffles!!

Date: Thursday, September 30, 1993

Time: 7:00 pm

Place: High School Campus
Child Development Center

Have questions?
Need transportation?
Call the preschool!

OPEN HOUSE

Juegos, comida, musica para todos!
Traiga la familia!

Premios
Sorteos!!

Sus hijos cantarán y tocarán
instrumentos musicos para
su divertimento.

Rifas!!!

Fecha: Jeuves 30 de Septiembre de 1993

Hora: 7:00 pm

Lugar: La Escuela Segundaria
El Centro de Desarrollo de Niños

Si hay necesidad de transportacion
porfavor llamar al telefono de
la escuela.

CULTURAL EXCHANGE

Learn to make Indian Fry Bread
with your children!

Meet the preschool staff!

Date: Wednesday, October 13, 1993

Time: 12:00 noon

Place: High School Campus
Child Development Center

Babysitting and transportation
can be arranged.
If needed, call the preschool.

ENTRECAMBIO CULTURAL

Aprenda cocinar pan indigena (Indian Fry Bread) con sus hijos.

Conozcan a los profesores de la escuela primaria!

Fecha: Miercoles 13 de Octubre de 1993

Hora: 12 pm (Mediodia)

Lugar: La Escuela Segundaria
El Centro de Desarrollo de Niños

Para cuidaniños o transportación porfavor, llamar al telefono de la Escuela.

Recipe

Indian Fry Bread

2 Cups Flour
1 1/2 teaspoons baking powder
1 tablespoon sugar
1/3 cup warm water

Add water to dry ingredients; mix well.
Let stand in refrigerator 30 minutes.
Pat and pull to make patties. Fry in
hot, deep fat in heavy skillet.

Instrucción para
Pan Indigena

(Indian Fry Bread)

Ingredientes
2 Tazas de harina
1.5 cucharida de plovo de hornear
1 cucharida de azucar
.5 taza de agua tigia

Coloque el agua con los otros ingredientes. Mexcla bien. Coloque en la refrigeradora por 30 minutos. Haga en forma de tortillas grande. En un sarten pesado con achite, fria las tortillas.

Learning Packet

"Play is your child's work"

Here are three fun activities that you can do with your child at home.

1. **Bubble Play**

Use a large pan to hold the bubble liquid and explore a variety of bubble makers: slotted spoons, sieve, hoops, veg/fruit basket with holes, paper cups with the bottom cut out. Poke bubbles with your fingers and jump or hop on the bubbles as they fall to the floor. Good for gross motor development.

Recipe for the bubbles:

2 T. Dawn
1 T. glycerine
1/2 t. sugar
1 cup water

2. **No Bake "Play Doh"**

Use a large bowl; add:

2 parts flour
1 part salt
1 tablespoon oil
food coloring or flavoring as needed

Roll, pat, pound, hammer, squeeze, etc. Use cookie cutters, kids' scissors, garlic press, and popsicle stick for cutting tool. Good for fine motor development.

3. **Dress-Up Play**

Use a mirror and old adult clothes, jewelry, hats, aprons, shoes/boots, ties, etc. You can add dolls or stuffed animals. Encourage your child to "play-act." Good for learning self dressing and strengthening muscles.

Aprendo Con Su Niño

"Jugar is el trabajo su niño"

Le sugiero tres actividades de juego que usted puede hacer con su niño en casa.

1. **Juego de Burbujas**

Use una casuela grande donde pueda poner el liquido de las burbujas y explore con una variedad de articulos que hacen burbujas; cucharas con hoyos, coladeros, canatas de fruta oh vegetales perforadas, tasas de papei sin fondo. Desinple las burbujas con sus dedos. Bringue en las burbujas la caer al piso. Bueno para desarollo del motor de los musculos grandes.

Receta de burbujas:

2 T. jaban Dawn
1 T. glycerina
1/2 t. azucar
1 C. agua

2. **No Necasario Cocinar "Play Doh"**

Use a large bowl; addUse una casuela grande:

2 partes de harina
1 parte de sal
1 cucharadita de aceite
agregue color de comida y sabor al gusto
agrengando agua a como valla necesitando.

Enrolle, aplaste, golpee, apriete, ect. Use corta galletas, tijeras, prensa de ajo, palillo de paleta para cortar. Bueno para desarrollo del motor de los musculos chicos.

3. **Jugar Para Pretender Ser Alguien Mas**

Usar un espejo y ropa vieja de adultos, joyeria, sombreros, mandiles, zapatos, botas, corbatas, etc. Puede anadir munecas oh animales de trapo. Ayude a suniño a "jugar a actur." Bueno para aprendes avestire solo. Y para fortaser musculos y coordinacion.

As promised,
here is the first
of three preschool meetings covering a
topic of your choice:

"How you can help foster healthy development in your child."

Date: Thursday, October 28, 1993

Time: 7:00 pm

Place: High School Campus
Child Development Center

Food, babysitting and interpreter
will be provided.

Please contact the preschool if
transportation is needed.

Como prometimos,
Aqui esta la primera
de tres reuniones pre escolar
sobre la tema escogido por ustedes:

"Como padres puede ayudar a sus hijos a desarrollar su salud"

Fecha: Jueves 28 de Octubre de 1993

Hora: 7:00 pm

Lugar: La Escuela Segundaria
El Centro de Desarrollo de Niños

Habrá: comida, cuidaniños y interpretes.

Si hay necesidad de transportacion
porfavor llame al telefono
de la escuela.

HAPPY NOTE

Dear Parents,

Look at the fun _____

is having at school!

(Children "write" their own personal messages to the parents.)

AVISO

Estimado Padres,

Mire la alegria que tiene _____

en la escuela!

(Niños escriban un mensaje personal a sus padres.)

As promised,
here is the second
of three preschool meetings covering a
topic of your choice:

"How to access community resources."

Date: Tuesday, November 16, 1993

Time: 2:00 pm

Place: High School Campus
Child Development Center

Food, babysitting and interpreter will be provided.

Please contact the preschool if transportation is needed.

Como prometimos,
Aqui esta la segunda
de tres reuniones pre escolar
sobre la tema escogido por ustedes:

"Como se encuentra servicios de la comunidad."

Fecha: Martes 16 de Noviembre de 1993

Hora: 2:00 pm

Lugar: La Escuela Segundaria
El Centro de Desarrollo de Niños

Habrá: comida, cuidaniños y interpretes.

Si hay necesidad de transportacion
porfavor llame al telefono
de la escuela.

HAPPY NOTE

Dear Parents,

We are looking forward to seeing you at the holiday social event! More info to follow.

Mark your calendars - 12/16/93 Thursday at 6:00 pm.

See you soon!

AVISO

Estimado padres,

Espera ver a todos en el evento social de los dias festivos. Mas información sobre el evento siguirar despues.

Marque su calendario para el jueves 16 de Diciembre de 1993 a las 6:00 pm.

Nos veremos pronto.

Bring the whole family!

- Holiday Social Event
- Cultural Exchange
- Information about toys that are good for preschoolers

Piñata, food, games and fun for all!

Date: Thursday, December 16, 1993

Time: 6:00 pm

Place: Marta's house

Map with address and information concerning transportation included.

Call the preschool for more information.

Traiga toda la familia!

- Evento social de los dias festivos
- Entre cambio cultural
- Información sobre juguetes que son buenos para los pre escolares.

Piñata, comida, juegos y diversion para todos!

Fecha: Jueves 16 de Diciembre de 1993

Time: 6:00 pm

Lugar: La casa de Marta

Mapa con dirección y informacion sobre transportacion está incluido.

Comminique con la escuela primaria para mas informacion.

VALUES OF PLAY

INTELLECTUAL

Play holds an important place in the development of the cognitive domain of the child. Through the play experience, the child can:

a. develop decision making/problem processes.
b. improve his cognitive life skills.
c. learn basic life skills.
d. learn directionality and directional concepts.
e. develop knowledge in leisure activities.
f. learn to follow directions.
g. develop an interest in various subject areas.
h. be motivated to learn through doing.

PSYCHOLOGICAL

Through the play experience every child learns skills which have an effect upon his psychological development. The play environment provides the perfect mechanism to coordinate the value and maximize on the child's development. Among the psychological values are:

a. enhancement of self-esteem.
b. recognition of personal worth.
c. development of emotional control.
d. development of the ability to express feelings of self-

LA IMPORTANCIA DE JUGAR

INTELECTUAL

Jugar is muy importante para el desarrollo del dominio cognoscitivo del niño, por parte de la experiencia de jugar. El niño puede:

a. desarrollar los procesos de haler deciaiones y resolver problemas.
b. mejorar el proceso de reconcocer los conocimientos basicos.
c. apprender los conocimientos basicos.
d. apprender los conceptos de dircción.
e. desarrollar condcimientos de actividades de descanso.
f. apprender a seguir instrucciones.
g. desarrollar el interes en differentes materias.
h. haciendo algo para motivar el niño a appender.

PSICOLOGICO

Por la experiencia de jugar cada niño aprende los conocimientos basicos que afecta su desarrollo psicológico. El ambiente de los juegos proveer un excelente mecanismo para coodinar el valor y ampiiar el desarrollo del niño. Esiste los siguientes valores psicológicos:

a. aumentar la apreciacion de si mismo.
b. reconocer el merito de si mismo.
c. desarrollar el control emocional.
d. desarrollar la havilidad de expresar los sentimientos de

expression.

e. creation of positive attitudes and values toward self and others.

f. recognition of how actions affect others.

g. adjustment to and acceptance of their disability.

h, assistance in reality orientation.

PHYSICAL

The play experience naturally contributes to the physical development of the child. In the physical area, the values of play include:

a. development of muscle strength and endurance.

b. development of muscular coordination in both gross and fine motor area.

c. improvement of balance.

d. ability to move in and change directions.

e. development of eye-hand coordination

f. development of play activity skills.

g. enhancement of body awareness in relation to strengths and limitations.

h. development of the sensory domain such as sight, sound (receiving and sending), touch and smell.

i. prevention of muscle deterioration.

expresion.

e. crear activadades positivos y valores para otros y si mismo.

f. reconocer como las acciones de uno afecta otros.

g. ajustar y aceptar las inhabilidades de uno.

h, asistir en la orientación de la realidad.

FISICO

La experiencia de jugar contribuye naturalmente al desarrollo fisco del niño dentro de la area fisica las razones positivos. De jugar incluyen:

a. desarrollar la fuerza de los musculos y la resistencia.

b. desarrollar la coordinacion muscular en la area de movimientos fiscos.

c. mejorar el equilibrio.

d. habilidad de mover y cambiar direcciones.

e. desarrollar la coordinación de ojos y manos.

f. desarrollar las habilidades de actividades de juegos.

g. aumentar el conocimiento del cuerpo en relación a la fuerza y limitación de uno.

h. desarrollar los sentidos de ver, oir (recibiendo y mandando), tocar y oler.

SOCIAL

Play also has value in contributing to the child's social development. The social values of the play venture include:

a. learning appropriate behavior for social situations.
b. learning to control emotions and express them in a socially acceptable manner.
c. learning to interact with peers, adults and authority figures.
d. development of social consciousness/awareness.
e. development of interpersonal communications and interaction skills.
f. development of an awareness and knowledge of social morals and attitudes.
g. development of a sense of belonging.
h. recognition of the worth of others.

SOCIAL

Jugar tambien tiene valor en contribuir en el desarrollo social del niño. Los valores social de jugar incluyen:

a. aprender comportarse bien para cualquier situación social.
b. aprender controlar emociones y expresiarse en una manera socialmente aceptable.
c. aprender a enteractar con otros niños, adultos y personas de autoridad.
d. desarrollar conocimiento personal social.
e. desarrollar communicaciones y la habilidad de interactar.
f. desarrollar el conocimiento de los morales y actividades sociales.
g. desarrollar el sentido de pertenecer.
h. reconocer el valor de otros.